

News from
THE GEORGE WASHINGTON UNIVERSITY
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FOR IMMEDIATE RELEASE

G.W. AWARDS 8 HONORARY DEGREES AND GRADUATES 1,612
AT MAY 4 CEREMONIES

The George Washington University awarded eight honorary degrees and diplomas to 1,612 graduates at six separate ceremonies held Sunday, May 4.

President Lloyd H. Elliott participated in all six ceremonies and conferred honorary degrees and degrees in course.

Those receiving honorary degrees included: William Hodding Carter III, Doctor of Public Service; Lawrence S. Eagleburger, Doctor of Laws; Rear Admiral Benjamin Hacker, USN, Doctor of Education, honoris causa; Sissela Bok, Doctor of Humane Letters; Gwendolyn Brooks, Doctor of Humane Letters; W. Edwards Deming, Doctor of Public Service; Phyllis Franklin, Doctor of Humane Letters; Edward Arthur Buss, Doctor of Public Service.

Excerpts from the commencement addresses follow. Full text available for: Lawrence Eagleburger, Sissela Bok, Rear Admiral Benjamin Hacker, and Phyllis Franklin.

LAWRENCE S. EAGLEBURGER, President, Kissinger Associates and former Undersecretary of State for Political Affairs, addressing the School of Public and International Affairs

Eagleburger spoke of the concept of collective responsibility on the part of Western democracies, with applications to events of recent weeks.

"Unfortunately, recent years have witnessed, on both sides of the Atlantic and the Pacific, a lessening of the devotion to that vision of a common responsibility and collective action that graced the post-war era with such promise," he said.

Eagleburger said that our trans-Atlantic relationship "is under growing strain because we and our allies less and less look at the world through the same prism. The global nature of our interests seems ever more frequently to be in conflict with the narrower vision of Western Europeans, who expect us to assure their security at substantial sacrifice, but increasingly are unwilling to sacrifice on our behalf," he said.

The recent U.S. attack on Libya and its aftermath was both instructive and disquieting in that regard, he said.

"We are told by some in the United States and many in Europe, that if we respond violently, we will only contribute to the cycle of violence," Eagleburger said. "The logic of that argument is that the current level of violence is acceptable; therefore we should not respond, because to do so might increase the level of terror, which would not be acceptable," he said. "That, I submit, is the logic that led Chamberlain to Munich."

(more)

Eagleburger said he regretted having to criticize West European allies, but that "while they decry our use of force, not one West European government was willing to cooperate with us in measures which, taken collectively, might have made the use of force unnecessary."

Eagleburger pointed out that "Europe has singularly failed this time to understand the horror Americans have felt as they saw their fellow citizens brutally murdered and realized that it was our very strength and super power status that stood in the way of quick and effective action."

"It is time that Europe recognizes that the record so clearly demonstrates the United States has been remarkably patient in the face of great provocation and in the absence of the kind of cooperation from our allies that might have made the use of force unnecessary."

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SISSELA BOK, Author and Educator, addressing the Columbian College of Arts & Sciences

Speaking on the question of violence and how to respond, Bok referred to a speech given by Swedish writer Astrid Lindgren, who "spoke out against the brutality that pervades so much of what children play with and read and see all around them, pointing to violence in the media, in war toys and games, and the drift toward an increasingly militarized world."

In a Lindgren story, Bok noted lessons for the graduates, saying "she would never stoop to violence in revenge or to punish anyone when other alternatives existed, but rather, she would use all of her ingenuity in seeking alternatives."

Referring to our culture, which stresses violence more than ever in entertainment and lifestyles, she said that "to be sure, children have always played at war; but now it is star wars and nuclear annihilation that their computer games invite them to plan Violence on TV and in films has reached a new intensity, creating among some a craving all of its own for more of the same. . . . Rambo has become a symbol throughout the world for mindless, chauvinistic brutality."

As for how to respond to violence, Bok suggested that "we focus much more sharply on . . . what was once thought central to a complete education: the study of exceptional human lives, . . . persons such as Albert Schweitzer, Gandhi, and Martin Luther King, whose lives offer the clearest models of a creative, often transforming, response to the danger that concerns us most directly--the threat of violence and of war."

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WILLIAM HODDING CARTER III, Former Assistant Secretary of State for Public Affairs and host of PBS series 'Capitol Journal,' addressing the School of Government and Business Administration

Carter reflected on the likeness of today's society to the world into which he graduated from Princeton 20 years ago. At that time, Life Magazine branded his contemporaries, 'The Silent Generation.'

"Each of us had to choose," he said. "And involvement, despite the labels, became the name of the game for millions of Americans, including those of us called silent conformists, button-down minds, unthinking materialists. All of us had to make choices--good, bad, indifferent. . . . and, some terrible mistakes were made from which we still suffer as a nation. . . . It may all seem to have been remarkably easy, . . . all neatly packaged for us, for our selection But choice was what it was actually all about. And choice is going to confront you too.

However, not everything was left to choice in his youth, Carter continued. Like many of his classmates, Carter went from college directly into the Marine Corps.

"National service was supposed to go with the territory in those days, and frankly, I am sincerely sorry for you and the nation that national service is no longer considered a fit obligation for most Americans," he said.

"Your generation could do the republic no higher favor than to restore the notion of national service as the centerpiece of civic responsibility."

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Rear Admiral BENJAMIN THURMAN HACKER, USN, Director, Total Force Training and Education Division, U.S. Navy, addressing the School of Education and Human Development

Rear Admiral Hacker stressed the importance of excellence in education at a time when many critical challenges face those in the field. He sounded the alarm for increasing the need for remedial education for high school graduates. This, he said, coupled with a declining youth population between ages 17 and 21, "clearly makes the issue of excellence in education a national concern."

Many challenges will face those working in the education profession, he said. Those challenges include declining enrollments--particularly among minorities--and burgeoning costs, which may force many prospective and promising students to forgo a college education all together.

"Our brightest students, who want to teach and work in education, may find themselves motivated by a massive requirement to pay back indebtedness and choose to study in a field that offers a higher salary," Hacker said.

However, he said that recent efforts to raise teacher salaries has been encouraging, and "I earnestly hope this long overdue commitment to competitive salaries for our teachers will be reflected nationally."

Thacker concluded by saying that today's graduates are "critical building blocks and stepping stones in our national education system and human resource development program."

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W. EDWARDS DEMING, Management Consultant, addressing the School of Engineering and Applied Science

"The biggest problem that most any company in the Western world faces is not its competitors, nor the Japanese. The biggest problems are self-inflicted, created right at home by management that is off course in the competitive world of today," Deming said.

"Systems of management are in place in the Western world that for survival, must be blasted out," he said. "New construction must be commenced--patchwork will not suffice."

Everyone doing his best is not the answer either, Deming said. Everyone is already doing their best.

"Western management has for too long focused on the end product--the end result. 'Get reports on people, on productivity, on sales, on inventory,'" he said. "It is necessary that management shift the focus to management's responsibility for the source of quality and service, for the design of the product and the processes that turn out the product and service."

What is needed are not numerical goals, he said, but constant improvement of design and of processes at the source--the responsibility of management.

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PHYLLIS FRANKLIN, Executive Director of the Modern Language Association, addressing the Graduate School of Arts & Sciences

Franklin spoke about the concept of 'specialization' in higher education and related truths the graduates would face.

"As many of you know, specialization has fallen on hard times, and these days, has many critics. . . . People--both within and outside the academy--argue that specialization is wasteful, that for every great discovery and outstanding book, there are too many trivial publications. They also argue that specialists have damaged American higher education because faculty members care more for research than teaching; . . . that it undermines a commitment to and even the possibility of a common curriculum, . . . that it often calls into question familiar assumptions and beliefs."

While some criticisms may be deserved, Franklin said the production of new knowledge and the search for truth continues to be the central contribution of specialization.

"We must not forget what the founders of the American university believed: That 'communities of specialized inquirers' give humanity 'special access to the truth--to trustworthy knowledge as opposed to mere fashion or opinion.'"

"To turn away from specialization because it raises difficult questions would surely (be) too great and too dangerous a sacrifice for our country to make," she said.

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FOR IMMEDIATE RELEASE

HOLDEN NAMED DEAN OF CONTINUING EDUCATION AT G.W.

Dr. Carol Holden has been named dean of The George Washington University's Division of Continuing Education. She will assume the post on July 1. Holden is currently director of continuing education at Eastern Illinois University.

Dr. Holden earned three degrees at the University of Illinois: a Bachelor of Music, an M.S. in Music Education and a Ph.D. in Education. She specializes in aesthetic education.

Dr. Holden has both teaching and administrative experience, and has participated in a number of conferences and workshops related to continuing education. She is currently president of the Association for Continuing and Higher Education, Region VI.

She is married to Thomas Holden, professor of music at the University of Illinois.

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HOWARD NAMED ALUMNI RELATIONS DIRECTOR AT G.W.

Ronald Howard has been named director of alumni relations at The George Washington University. The appointment is effective June 1. Howard is currently associate director of GW alumni relations. He will succeed Sandra Lear who is retiring.

Howard came to GW in 1964 as an admissions counselor. He held several positions with the admissions office before being named director of alumni support in 1973. In 1980, he assumed his current role as associate director of alumni relations.

Howard holds a B.A. in English from Central College in Pella, Iowa.

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GAGLIONE NAMED REGISTRAR AT G.W.

J. Matthew Gaglione has been named university registrar for The George Washington University, effective July 1. He will succeed Theodore Grimm who is retiring after 15 years of service.

Gaglione is currently registrar at the Polytechnic Institute of New York. He previously worked as assistant registrar at Queens College of the City University of New York. Prior to that, he worked in various capacities with the New York Institute of Technology.

Gaglione holds a B.S. in business administration from the New York Institute of Technology and is currently completing an M.B.A. at the same institution.

Gaglione is a member of the National Association of Admissions Counselors and the American Association of College Registrars and Admissions Officers.

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